



Birchfield
PRIMARY SCHOOL

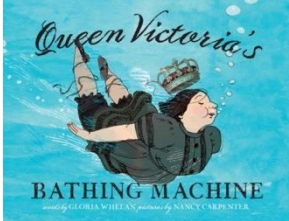
Year 2 Curriculum Overview
Term 3.1

Teaching Team:
Mrs Sperrin, Mr Chapman, Miss Bakalou
SLT: Miss Saboor

PE Days: Monday & Wednesday

Homework: Homework is set on Friday and returned by
Wednesday.

Please see below an overview of the main themes,
knowledge and skills we will be covering this half term.

Enquiry Question	What can we learn about the British Monarchs?
Significant People	Levina Teerlinc
Class Texts	<p>Queen Victoria's Bathing Machine by Gloria Whelan (Themes: Perseverance, Relationships, Problem-solving and Resilience)</p> 
Reading	<p>Reading Domain: 1e – Predict what might happen on the basis of what has been read so far.</p> <p>Test Technique: True or false – literal/inference (table)</p> <p>In Reading children will be focussing on the domain, 1e. They will explore what prediction means and make their own predictions, using what we have already read to support. We will then learn the text technique, true or false, to develop our comprehension further. Children will continue developing their reading fluency and intonation when reading different sentence types. As the children's phonics knowledge increases, the children will be practising how to read poly-syllabic words within overt blending.</p>
Writing	<p>This half term, the children will be developing their writing skills through formal letters, instructions, narratives and recounts, using their whole class text, Queen Victoria's Bathing Machine and their enquiry question as inspiration. Through narratives, children will innovate a new invention for Queen Victoria</p>

	<p>and will use a variety of language devices to entertain the reader. There will be a focus on coherence, tense and detail through using a range of conjunctions to extend their sentences. Children will also use real-life events such as the King's Coronation to write formal letters and recounts of this historic event. They will learn the organisational features of these and will adapt their vocabulary to match the purpose for writing. Finally, children will be introduced to instructional writing. They will use their own experiences as well as Royal traditions to create their own set of instructions. They will learn how to organise instructions as well as the language needed, for example imperative verbs and adverbs. Children will also be taught how to add flare and personality to their writing through rhetorical questions and including their own opinions.</p>
Maths	<p>At the beginning of this half term, children will be exploring fractions. They will recognise, find and name a half as one of two equal parts of an object, shape or quantity. Children will also recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Towards the end of the half term, children will be looking at time. They will learn how to tell and write the time to five minutes including quarter past/ to the hour and draw the hands on a clock face to show the times. Children will know the number of minutes in an hour and the</p>

	number of hours in a day. They will be able to compare and sequence intervals of time.
Geography	During their history project, children will use aerial photographs and planned perspectives to recognise Royal landmarks, locating them on a map. In doing so, children will develop their knowledge of the location of globally significant places and learn about the significance of human geographical features.
History	In the Magnificent Monarchs project, children will learn about English and British monarchs from AD 871 to the present day and consider how the power of the monarchy has changed over time. During this unit they will revisit chronology and using historical models to consider significant. They will study six significant sovereigns; Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria and Elizabeth II. By the end of the project, they will be able to choose which of the sovereigns that they have studied is the most significant and explain why.
Science	In the Habitats project, children will learn what a habitat provides for the plants and animals that live there, and that habitats contain both living and non-living things. They will identify living things using the seven life processes and sort the non-living things into those that have lived and those that have never lived. They will use spotting sheets to identify plants and animals by carefully observing their physical characteristics. They will research how a woodland habitat provides the things necessary for the survival

	<p>of the animals that live there. Pupil's will learn about food chains and construct their own. They will investigate the different ways prey animals avoid being eaten, and investigate animal camouflage. They will also look at the different methods plants use to avoid being eaten, and group them according to how they defend themselves. Children will then use the skills they have learned in the project to investigate the living things, food chains and adaptations in a mystery habitat.</p>
Art	<p>This half term, children will learn about portraiture. They will analyse the portraits of Tudor monarchs and compare Tudor portraits to the selfies of today. They will begin with sketching a pose, before developing their digital drawing and eventually photography skills. They will finally use photo editing software to create royal portraits of themselves, using all the new knowledge and skills they have learnt.</p>
Music	<p>This half term, children will be exploring the song 'Friendship Song' by Joanna Mangona and Pete Readman. They will identify instruments that are used within 'Friendship Song' which are: Keyboard, drum, bass, glockenspiel and female singer. The children will use a variety of warm-up games to practise pulse, rhythm and pitch. Once they have learnt the song, children will use what they have learnt through their warm-up games to implement instruments using up to three notes C, E and G.</p>
Computing	<p>In this unit, learners will be using a computer to create music. They will listen to a variety of</p>

	<p>pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally and look at patterns to purposefully create their own digital music.</p>
PSHE	<p>This half term Year 2 will be looking at ‘What helps us to grow and stay healthy?’ They will be exploring the theme of health and wellbeing. Children will look at the different things that help our bodies to be healthy, the impact of too much sugar and the benefits of physical activity and sleep. They explore the effects of screen time and how you can keep safe in the sun.</p> <p>The children will also be exploring our school value ‘resilience’. They will reflect on what this is, who in our lives shows resilience, and how we can be resilient.</p>
RE	<p>At the beginning of this half term children will be looking at the theme of ‘being silent and attentive to and cultivating a sense for the sacred and transcendence.’</p> <p>Towards the end of this half term, children will look at the theme of ‘being imaginative and explorative.’</p>
PE	<p>Within every P.E unit, all pupils develop their physical, social, emotional and thinking skills.</p> <p><u>Net and Wall</u></p> <p>Throughout this unit of work, children will develop the basic net and wall skills and use these within games. They will develop their understanding of the principles of net and</p>

wall games physically, socially, emotionally. They will learn how to throw, catch and hit a ball as well as racket skills and the ready position. They will also develop decision making skills as they defend their space and pass the ball away from an opponent. They will learn to play games honestly, fairly by following the rules and respecting all team players.

Invasion

Throughout our invasion unit, the children will develop their understanding of invasion games and the principles of defending and attacking. They will use and develop skills such as throwing, catching, dribbling, dodging and finding space. They will have the opportunity to play even and uneven sided games. They will learn how to score points in these types of games and learn to play by the rules. They will develop their emotional awareness as they empathise with their opponents or team mates and show determination in match situations.

Knowledge Organiser:

Enquiry

What can we learn about the British Monarchs?

What is a monarchy?

A monarchy is a country that has a king or queen as head of state. The king or queen is known as the monarch.

Monarchy in the United Kingdom

There have been over 60 monarchs since Alfred the Great in AD 871. Queen Elizabeth II is the longest reigning British monarch and celebrated her Platinum Jubilee in the summer of 2022. After she passed away in September 2022, her son, Charles, became King. His coronation is on Saturday 6th May 2023.



King Charles III

Power of the monarchy

The power of the monarchy has changed over time. In the past, some monarchs had absolute power. This meant that they could do whatever they wanted. Today, there is a constitutional monarchy. This means that the monarch is controlled by parliament and the government.



Royal Portraits

Royal portraits show a monarch in the way that they wish to be seen. The pose, objects, background, clothes and facial expression give messages to the viewer about the monarch's power and personality.



Elizabeth I's direct stare and straight back show her strength and confidence. The orb, sceptre and crown show her authority. The Tudor roses on her dress show that she is a Tudor monarch.



Charles I is holding a baton while riding a horse. He is not wearing his helmet. This shows that he is a brave warrior. There are grand pillars and an archway in the background, Balmoral Castle is in Aberdeenshire, Scotland. It is which show his pride.



George III's crown shows his authority and his robes display his wealth. The pillars represent strong leadership. He is staring into the distance, showing that he is quiet and thoughtful.

Key vocabulary	Definition
Absolute power	Complete control over someone or something especially of a monarch or government over their people.
AD - anno Domini	The years after Jesus Christ was born.
Government	A group of people who control a country and make laws or important decisions.
Head of state	The public representative of a country, such as a president or monarch.
Monarch	A king or queen who rules a kingdom.
Sovereign	A King or Queen.
Reign	The period of time a King or Queen rule over a country.
Chronological order	Putting items in order from beginning to end.
Residence	Where someone lives or stays for a period of time.
Palace	The home of a ruler
Castle	A large, strong building used to keep people safe in battles.

Royal Residences

Royal residences include palaces, castles and stately homes. Some of them are used for official royal business and some are used as holiday or private homes.

Buckingham Palace



Buckingham Palace is in London, England. It is the Queen's main residence.

Buckingham Palace is in London, England. It is a large building and has 775 rooms in total. 240 of the rooms are bedrooms, 92 are offices and 78 of them are bathrooms.

It was built in 1703. The palace is an important building because it has been the main home of five different British monarchs since 1837.

Queen Victoria was the first monarch to make Buckingham Palace the main royal home for British sovereigns in 1837. Edward VII, George V and George VI used the palace as their main home when they reigned from 1901-1952.

Balmoral Castle



Balmoral Castle is in Aberdeenshire, Scotland. It is used mainly as a holiday home for the Royal Family.

Balmoral Castle is in Aberdeenshire, Scotland. It was bought by Prince Albert and Queen Victoria in 1852. The original castle was built as a hunting lodge in 1390. It was knocked down by Prince Albert because it was too small. A new castle was built as a gift to Queen Victoria. It is an important building because it has been used as a holiday home for the Royal Family since it was finished in 1856.

Balmoral Castle was built as a holiday home, not for war or battle. Queen Victoria loved the Scottish countryside and went there every year for a holiday. The house is made up of two main blocks around a courtyard. After Queen Victoria died, Balmoral Castle passed to each monarch, before being left to Elizabeth II in 1952.

Osborne House



Osborne House is on the Isle of Wight, England. This was Queen Victoria's favourite holiday home.

Osborne House is on an island called the Isle of Wight, just off the south coast of England. It was built between 1845 and 1851. It is an important building because it belonged to Queen Victoria in the 19th century. She built her and Prince Albert wanted to have somewhere private to relax by the seaside. Queen Victoria had many homes but Osborne House was her favourite. She enjoyed spending holidays, weekends and birthdays here with her family. This home is where the Royal Family relaxed. They had picnics in the gardens, painted on the terrace and played on the private beach.

Science

Habitats

What is a habitat?

A habitat is a place where plants and animals live.

There are many different habitats on Earth, including:



forest

polar

desert



ocean

mountain

rainforest

Every habitat provides the things that plants and animals need to survive:

- **food** to provide nutrients for energy and growth
- **water** for plants to make food and stand upright and for animals to stay alive
- **shelter** for protection from weather and predators
- **space** to grow, feed and have offspring

Living and non-living things

Habitats contain living things, such as plants and animals, and non-living things, such as dead plants and animals, rocks and water. Living things can be identified because they carry out the seven life processes:

- moving
- getting rid of waste
- breathing
- feeding
- producing offspring
- using their senses
- growing

Identifying plants and animals

Many different plants and animals live in a habitat. Unknown plants and animals can be identified using spotting sheets. Observations of their physical features and behaviour can be compared with pictures and descriptions of plants and animals on the spotting sheet to find a match.

Woodland habitat

Woodland habitats are green, damp and shady. They contain living things, such as oak trees and squirrels, and non-living things, such as rocks and streams. Woodland habitats provide everything needed for its living things to survive and grow.



Food Chains

A food chain shows how energy from food is transferred from plants to animals in a habitat. The arrow between members of a food chain means 'is eaten by'. Food chains start with a plant because plants make their own food using sunlight. Plants are eaten by animals, some of which are eaten by other animals. Predators are animals that eat other animals. Prey are animals that are eaten.



In this food chain, the grass is a producer because it makes its own food from sunlight. It is eaten by the water vole, a herbivore, which is eaten by the stoat, a carnivore. The stoat is the predator, and the water vole is its prey.

Animal adaptations

Speed

Some prey, such as the springbok, use speed to outrun predators.



Spines

Some plants grow sharp spines to hurt predators.



Stings

Painful stings can stop animals from eating some plants.



Weapons

Some prey, such as the porcupine, use body parts, such as sharp quills, to hurt their predators.



Thorns

Woody thorns can scratch and pierce the skin of predators.



Chemicals

Some plants produce chemicals that are poisonous to animals.



Warning colouration

Some prey use bright colours to warn predators to stay away.



Hairs

Tiny hairs on the stems and leaves of some plants stop insects from crawling on them.



Camouflage

Some plants are camouflaged so that they do not look like food.



Shields

Some prey have hard coverings for protection.



Prickly leaves

Sharp prickles can put animals off eating the leaves.



Sheltering animals

Some plants provide a home to other animals that provides them with protection.



Mimicry

Some prey look like other, more dangerous animals.



Camouflage

Identity Mimicry

Glossary

The ability to hide or blend in with the surrounding habitat. To recognise something and say what that thing is.

When a living thing copies the appearance or behaviour of another animal, plant or object.

A substance that plants and animals need to grow, live and stay healthy.

The young of an animal or plant.

A long, sharp spine found on some animals, such as porcupines.

Nutrient

Offspring

Quill

Maths

Maths Knowledge Organiser - Fractions

Topic Coverage

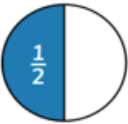

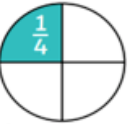

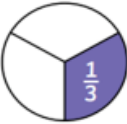



Fractions

- Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
- Write simple fractions for example, $\frac{1}{2}$ of 6 = 3
- Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Important information

- A **unit fraction** is where the numerator is 1 and the denominator is a whole number.
- A **non-unit fraction** is where the numerator is larger than 1.
- When the numerator and denominator is the same, it represents a whole.


Recognising Unit and Non-unit Fractions

<p>Half</p> <p>A whole split into two equal parts.</p>  <p>$\frac{1}{2}$</p>  <p>$\frac{1}{2}$ of 8 = 4</p>	<p>Quarter</p> <p>A whole split into four equal parts.</p>  <p>$\frac{1}{4}$</p>  <p>$\frac{1}{4}$ of 12 = 3</p>
<p>Third</p> <p>A whole split into three equal parts.</p>  <p>$\frac{1}{3}$</p>  <p>$\frac{1}{3}$ of 6 = 2</p>	<p>Non-unit Fractions</p> <p>$\frac{2}{3}$</p>  <p>$\frac{3}{4}$</p> 

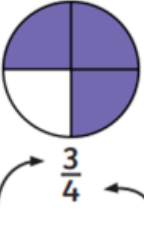
Key Vocabulary	Definition
Fraction	A fraction represents a part of whole.
Equal parts	Having the same piece of a whole.
Whole number	Numbers that represent whole things. Also known as counting numbers.
Share	To split into equal parts of groups.
Half (1/2)	A whole split into 2 equal parts.
Third (1/3)	A whole split into 3 equal parts.
Quarter (1/4)	A whole split into 4 equal parts.
Three quarters (3/4)	3 parts; each part is a quarter ($\frac{1}{4}$) of a whole.
Equivalent	Something that has the same value, though it may look different.
Numerator	The top number of a fraction. It shows how many parts we have.
Denominator	The bottom number of a fraction. It shows how many equal parts the item is split into.

Equivalent Fractions

$\frac{1}{2} = \frac{2}{4}$



Numerator and Denominator

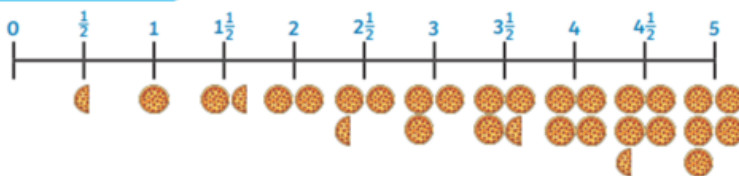


$\frac{3}{4}$

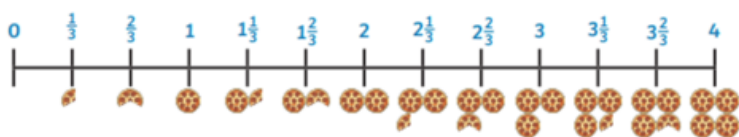
<p>Numerator</p> <p>How many equal parts of the whole are needed?</p>	<p>Denominator</p> <p>How many equal parts are in the whole?</p>
--	---

Counting in Fractions

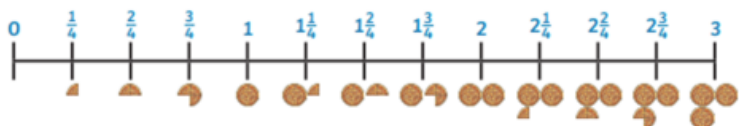
Halves



Thirds



Quarters



Maths Knowledge Organiser – Time

Topic Coverage

Time

- Tell and write the time to five minutes including quarter past to the hour and draw the hands on a clock face to show the times.
- Know the number of minutes in an hour and the number of hours in a day.
- Compare and sequence intervals of time.

Important information

- The big hand indicates the minutes.
- The small hand indicates the hour.

Key Vocabulary	
Time	Ongoing and continuous sequence of events.
Clock	Used to measure the time.
Hours	A period of time (See important information)
Minutes	
Day	
Week	
Month	
Year	
Hand	Two hands on a clock that move to show the time.
O'clock	Start of a new hour
Half past	Half way through the hour.
Quarter past	15 minutes past the hour.
Quarter to	15 minutes left till the new hour.
Duration	How long something takes
Shorter	Comparing (Small amount of time).
Longer	Comparing (Large amount of time).

Compare and sequence intervals of time

- A minute is shorter than an hour.
- A day is longer than an hour.
- A week is shorter than a month.
- A year is longer than a month.

30 minutes	2 hours
1 second	20 minutes
3 hours	5 days

Analogue to digital

Shortest.

Longest

Seconds < minutes < hours < days < weeks < months < years

Know the number of minutes in an hour and the number of hours in a day.

Time

60 seconds = 1 minute
 60 minutes = 1 hour
 24 hours = 1 day
 7 days = 1 week
 365 days = 1 year
 52 weeks = 1 year
 10 years = 1 decade
 100 years = 1 century
 1000 years = 1 millennium

- There are **12 months** in a year.
- There are **4 weeks** in a month.
- A leap year happens every **4 years**. On a leap year we gain a day meaning that there are **366 days** within the year.

Tell and write the time to five minutes including quarter past/to the hour and draw the hands on a clock face to show the times.

Where does the minute hand point at o'clock, quarter past, half past and quarter to?

Telling the time to 5 minutes

Duration

Count from the **start** minute hand to the **end** minute hand (in 5s).

Drawing the time

Draw minute hand first (o'clock means it must point to 12). Then draw the hour hand pointing to the 4. **REMEMBER: The minute hand is longer than the hour hand.**

Draw minute hand first (quarter past means it must point to 3). Then draw the hour hand pointing just past 10. **REMEMBER: The minute hand is longer than the hour hand.**

Telling the time

3 o'clock
The minute hand is on 12 and the hour hand is on 3.

Quarter past 2
The minute hand is on 3 and the hour hand is past 2.

Quarter to 7
The minute hand is on 9 and the hour hand is going to 7.

25 minutes past 7
The minute hand is on 5 (which is before half past). Counting in 5s from o'clock to 5 = 25. The hour hand is past 7.

10 minutes to 4
The minute hand is on 10 (which is after half past). Counting in 5s from 10 to o'clock = 10. The hour hand is going towards 4.

Half past 4
The minute hand is on 6 and the hour hand is past 4.

7 o'clock
The minute hand is on 12 and the hour hand is on 7.

Half past 3
The minute hand is on 6 and the hour hand is past 3.

20 minutes past 11
The minute hand is on 4 (which is before half past). Counting in 5s from o'clock to 4 = 20. The hour hand is past 11.

20 minutes to 12
The minute hand is on 8 (which is after half past). Counting in 5s from 8 to o'clock = 20. The hour hand is going towards 12.

Home Learning and Useful Links:

Home Learning

- Design and make the crown jewels.
- Create a souvenir for the Coronation.
- Create a diorama of the inside of a Royal Residence.
- Create and design your own bathing machine.
- Write a fact file on Queen Victoria's bathing machine.
- Write a newspaper article on the King's Coronation

Useful links

- <https://nrich.maths.org/10332/note>
- <https://ictgames.com/mobilePage/hickoryDickory/>
- <https://home.oxfordowl.co.uk/maths/primary-fractions/fractions-year-2-age-6-7/#::~:~:text=In%20Year%202%2C%20your%20child,%2C%20numerator%2C%20and%20number%20line.>